

Missing Addends: Rewind and Find!

Brief Overview:

Students will learn to solve number stories involving a missing addend. By acting out a number story, then “rewinding” the action, they gain an understanding of the inverse relationship of addition and subtraction.

NCTM Content Standard/National Science Education Standard:

Algebra- model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.

Number Operations

Reasoning

Problem Solving

Representation

Communication

Grade/Level:

2nd

Prerequisite - Students must have a clear understanding of the meaning of an equal sign in an equation and regrouping.

Duration/Length:

Three 60-minute lessons

Student Outcomes:

Students will:

- Students will use the inverse operations to solve missing addend story problems.
- Students will be able to use a symbol to represent an unknown value in an equation when writing an equation to match a story problem.
- Students will communicate problem-solving strategy.

Materials and Resources:

Day 1

- Student Resource 1- More Marbles
- Hundred Chart
- Base 10 blocks
- Cups with 10 counters in each cup. Enough for pairs of students.

- Teacher Resource 1- Observation Checklist
- Teacher Resource 3- Diagram (optional: make extra copies and laminate)
- Teacher Resources 2, 4, 5, 6 (model problems)
- Containers with additional counters for each student work area (table group)
- Student Resource 2

Day 2

- Student Resource 3 – Warm-up
- Teacher Resources 7, 8 – Play and Rewind Buttons
- Teacher Resource 9 – Warm-up
- Manipulatives to act out story, cup to represent unknown amount
- Student Resource 4, 5 - Play and Rewind Buttons
- Teacher Resources 10-12, Story Cards, Set A (optional: Teacher Resources 13-15, Story Cards, Set B)
- Student Resource 6 – Rewind Recording
- Student Resource 7 – Exit Card

Day 3

- Teacher Resource 16
- Teacher Resource 17; copy on to chart paper
- Student Resource 8 – Practice Problem
- Student Resource 9 – Assessment
- Teacher Resource 18 – MSA BCR Rubric

Development/Procedures:

Lesson 1

Pre-Assessment –

- Distribute Student Resource 1, More Marbles, to the students.
- Read the problem for the students.
- Have students solve the problem and record their thinking on the paper using words, pictures or numbers.
- Use the pre-assessment checklist (Teacher Resource 1) to assess student's problem solving ability.

Launch- Using 10 counters and a cup, hide some counters under the cup. Tell students there are ten counters in all. Show the number remaining. How many are in the cup? Distribute cups with 10 counters. Have the students use their materials to solve the problems you describe. Then give students 3 minutes to work in pairs taking turns hiding and solving. Share strategies for finding the unknown number.

Teacher Facilitation –

- Post Teacher Resource 2, Penny Problem.
- Read the story Problem: Nancy has some pennies in her bank. Sam gives her 3 more pennies. Now Nancy has 10 pennies. How many pennies did Nancy begin with?"
- Teacher models thinking aloud the problem and putting the values into a beginning/change/end diagram, Teacher Resource 3, Diagram. The problem says that Nancy has some pennies, but it didn't tell me how many pennies so I don't have a number to put there. What could I put in the beginning? I think I'm going to draw a cup to represent the bank Nancy has her pennies in. What happens next? The story says that Sam gives her 3 more pennies. This is what changes in the story so; I'll draw 3 circles to show the pennies in the change box. The end of the story has Nancy with 10 pennies. So, in the end box I'll draw 10 pennies.
- Ask the students to retell the story using the parts of the diagram. Check to make sure that the diagram matches the story problem.
- Solicit strategies for solving the problem from the students. *We could use our pennies. I can count on my fingers.*
- Have students work to find the unknown beginning.
- Call students attention back to the teacher to share the solution. Ask the students to share their answers and how they solved the problems.
- Refocus student attention on the diagram. Solicit what number goes in the empty box. Have volunteers retell the story using all three numbers. *First, Nancy had some pennies but we didn't know how many. Then she got 3 more. At the end, she had 10 pennies.*
- Work through 2 more problems with the students in the same manner using Teacher Resources 4 and 5. For these problems the students will work with different amounts of counters. Help students discover how to manipulate these different numbers (where to stash extra counters).

Student Application –

1. Post Teacher Resource 6, Johnny's CDs, so that it is highly visible in the classroom. Ask students to think through the problem and ask them to retell what is happening. What's happening at the beginning of the story? What changed? Tell students that they will solve the problem and need to work independently to fill out the chart. Point out that the students do not have enough counters in their cups but can use the additional supplies of counters at their work area.
2. Distribute Student Resource 2. Have students work and complete the first problem. Check this with the group before having students work at their own pace.

Embedded Assessment – To summarize the lesson, have students pick one of the problems they completed on Student Resource 2. They will then explain that problem to a partner. As students are discussing, listen to see who can explain the strategies used to solve the problem. Collect student work for more in-depth information on each student.

Reteaching

- Pull struggling students together in a group to provide explicit instruction on strategies such as counting on or using a hundreds chart.
- <http://www.bbc.co.uk/schools/laac/numbers/chi.shtml>
Level 1 addition provides additional independent practice.

Extension

- <http://www.bbc.co.uk/schools/laac/numbers/chi.shtml>
Levels 2 and 3 provide students independent practice with missing numbers in addition as well as subtraction problems.

Lesson 2

Pre-Assessment –

- Distribute Student Resource 3, Warm-up

Launch –

- Have the students follow a simple movement sequence such as head tap, clap, clap. Then tell the students that they are in a movie and we are going to rewind.
- Ask the students when we rewind, what is the first thing that we will do? *Tap our head.* Then what comes next? *Clap, Clap.* Perform the actions in reverse order.
- Now ask a student to provide the first movement in a new sequence in front of the class. Call a volunteer for the 2nd and third steps. Hold up the play button (Teacher Resource 7) and have the students perform the sequence in a left to right direction. Then hold up the reverse button (Teacher Resource 8) and have the students work in reverse from right to left.
- Work through a few simple three or four step sequences.

Teacher Facilitation –

- We can use this rewind when we are solving problems by working backwards. Let's go back to our warm-up problem. Display Teacher Resource 9, Warm-up. Who can act out the problem for us?

“Jessica” comes up and symbolizes having some bracelets by using a cup to show that there are some but we don’t know how many. “A store clerk” comes up and gives Jessica six more bracelets using some manipulatives. Jessica states that she has now 17 bracelets.

- Now let’s fill in our diagram with the beginning, change and end. Teacher solicits student responses for what to write in the diagram (Teacher Resource 3) asking for confirmation from the class. “What goes in the beginning box?” *We should draw a cup.* “Why would you draw a cup?” *Because we don’t know how many bracelets Jessica started with.* “Do you agree?”
- When the diagram is completed, check the diagram by using the play button and having the students confirm the boxes when the students act the story out again.
- Now let’s see how the rewind button can help us solve the story. Bring out the rewind button. I’m going to press the rewind button, what happens? *Jessica has 17 bracelets!* So, Jessica do you have 17 bracelets? *No.* Get 17 bracelets. When I press rewind again, what is going to happen now? The story says that Jessica buys 6 bracelets. But when we rewind and go backwards will Jessica get 6 more bracelets? *No!* If the clerk gave her 6 in the story, when we rewind what will Jessica and the clerk do? *The clerk will take the 6 bracelets back.* Jessica gives the 6 bracelets to the clerk. Point to the beginning box. Now we are back at the beginning. In our chart, we didn’t know how many bracelets Jessica started with. Now that we used rewind, can we fill in the beginning box now? *Hey! Jessica can look in the cup! Jessica has bracelets in the cup now!* So, can Jessica count the bracelets in the cup so we can fill in the first box? *Yes! It should be 11.* Write 11 in the diagram.
- How can we show how rewinding helped us find the answer to the problem? Let’s go back and rewind again. So, let’s play the story. Hit the play and have the students act out the story ending with Jessica having 17 bracelets. Now that we are at the end, what is happening? What should I write down? *Jessica has 17 bracelets. So, write 17.* Write 17 on the board. Rewind the next step. The clerk should take 6 bracelets. What has happened now? What should I write down? *Take away 6.* Why? *Because the clerk took 6 away instead of giving her six.* Yes, subtracting is the rewind or opposite of addition. Write - 6 on the board. Before we rewind, look at what we wrote. $17 - 6$. We can subtract this. What is $17 - 6$? *Eleven!* Write the answer $17 - 6 = 11$. Rewind to check.
- Invite students to help you make up additional story problems. Be sure to include stories with missing beginnings and missing changes. Have volunteers act out stories. Fill in the diagram. Write the equation using a box for the unknown. Have the students rewind to write the accompanying subtraction problem.

- Some student will suggest stories with numbers so large that using manipulatives will be impractical. Provide paper to write down numbers.

Student Application –

- Students will work in groups of 3 to solve problems by acting out and rewinding. Each group takes turns with 2 actors playing and one person recording and directing the action with miniature play and rewind buttons (Student Resources 4 and 5). Groups use the story cards (Teacher Resources 10-12) to act out different stories. The students record the equations with unknown values as well as the accompanying reverse subtraction equation for each story card using Student Resource 6, Rewind Recording.

Embedded Assessment –

- Teacher should monitor student learning as the groups work to ensure students are rotating roles and all students practice writing equations with the unknown as well as the inverse operation equation with subtraction.
- Summarize- Exit card Student Resource 7.
- Use this information as a pre-assessment for Lesson 3 Look to see:
 - Is the solution is correct?
 - Did students write both the addition equation as well as the subtraction equation?
 - Do the equations show that the student correctly identified that the beginning was missing in the story?
 - Are any mistakes due to carelessness or confusion with the concept?

Reteaching

- Guide struggling students to use set B story cards with smaller numbers (Teacher Resources 13-15)

Extension –

- Students who experience early success could be encouraged to write their own story scripts for other missing addend problems.

Lesson 3

Pre-Assessment –

- Make sure to address student needs from the Lesson 2 exit card in your whole group instruction or discussions with students as they work independently.

Launch –

- Display Mr. Goof's Paper (Teacher Resource 16) read the problem to the students. Ask the students what they see in Mr. Goof's work. Do you agree with Mr. Goof's answer? *Yes/no*. How do you know? Students must justify their response. Direct discussion towards correcting Mr. Goof's mistake. What could you tell Mr. Goof to help him fix it?

Teacher Facilitation –

- Copy Teacher Resource 17, At the Fair, problem on chart paper. Read the problem to the class. How can you solve the problem? *We can write the number sentence that tells the story. We can subtract. We can draw a beginning change end diagram.* So, let's draw a diagram. What goes in the diagram? Solicit from the students the parts of the diagram and the numbers that fill the boxes. Draw the diagram on the bottom half of the page and fill in the numbers. Now that my diagram is completed how am I going to find the unknown change? *We can write the number sentence that tells about the problem.* Write $25 + \quad = 42$ on the bottom half of the paper. *We can subtract.* Write $42 - 25 = 17$. Why is your answer correct? *Because his mom gave him some and that's adding and you need to rewind to get the answer so that would be subtracting.* Write student response on paper.
- Review the question and written response with students. The question says use addition and subtraction to explain. I see an addition number sentence with an unknown and I see a subtraction number sentence with the answer. That tells me you really understand how to rewind to get the answer.

Student Application –

- Distribute Student Resource 8, Practice Problem. Students work independently to solve the problem and explain their thinking. Teacher circulates and monitors students.

- Students share their solutions with partners. They check to see if partners included addition and subtraction in the explanation.
- Refocus whole class to review responses. Check your work. Did you show some addition? Solicit 1 or 2 student examples. Did you show some subtraction? Solicit 1 or 2 student examples.

Embedded Assessment –

- Students complete Student Resource 9, Assessment.

Reteaching

- Students who struggled on the exit card from Lesson 2 could benefit from using a number line to add on or rewind solving the story problems.

Extension –

- Writing- which strategy (manipulatives) or rewinding with subtraction do you think is best for solving these problems? Students could write responses in a math journal. You could give students examples from past lessons to help students begin explaining.
- Challenge students to work on solving subtraction story problems with a missing beginning or change.

Summative Assessment:

Students complete Student Resource 9, Assessment. Refer to the Teacher Resource 18, *MSA Brief Constructed Response “Kid Speak” Mathematics Rubric Grades 1 through 8*, to evaluate student responses.

Authors:

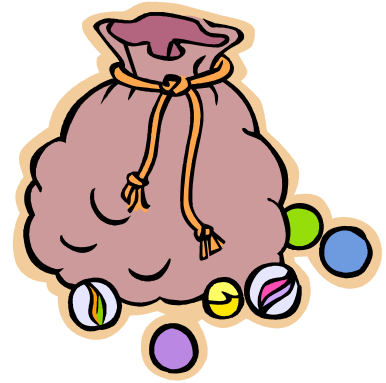
**Nancy Teague
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New Hampshire Estates Elementary
Montgomery County, MD**

More Marbles

**Joshua has 43 marbles.
He got 12 more for his birthday.
How many marbles does he have now?**

Use words, pictures or numbers to show how you solved the problem.



Name: _____

Student Resource 2

Johnny has 12 CDs. He bought some more. Now he has 17 CDs. How many did he buy?			
Beginning	Change		End
		=	

1. Alex had 7 marbles. Annie gave him some more. How many marbles does he have now?				2. Katti has 4 books. How many more books does she need to have 9 books altogether?			
Beginning	Change		End	Beginning	Change		End
		=				=	

3. Larissa had some stickers. Mr. Brown gave her 3 more. Now she has 9 stickers. How many stickers did Larissa have to start with?				4. Shawn has 5 candies. How many more candies does he need to have 13 candies altogether?			
Beginning	Change		End	Beginning	Change		End
		=				=	

5. Malinda had some cookies. Jake gave her 8 more cookies. Now Malinda has 17 cookies. How many cookies did Malinda have to start with?				6. Deondre has 9 pens. His mom gave him some more. Now Deondre has 16 pens. How many pens did his mom give him?			
Beginning	Change		End	Beginning	Change		End
		=				=	

Warm-up

Jessica has some bracelets.

She bought 6 more.

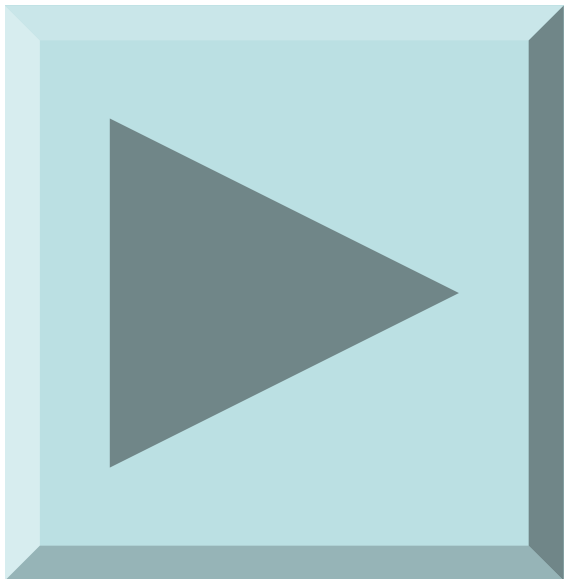
Now she has 17 bracelets in all.

How many did she have before she went shopping?

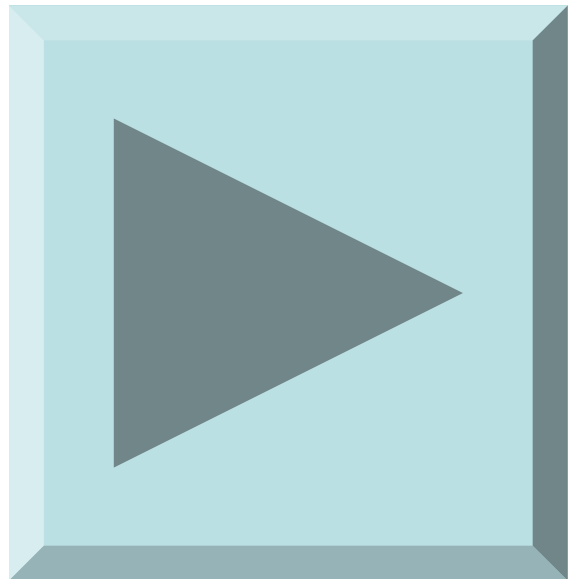
Use words, pictures or numbers to show how you solved the problem.



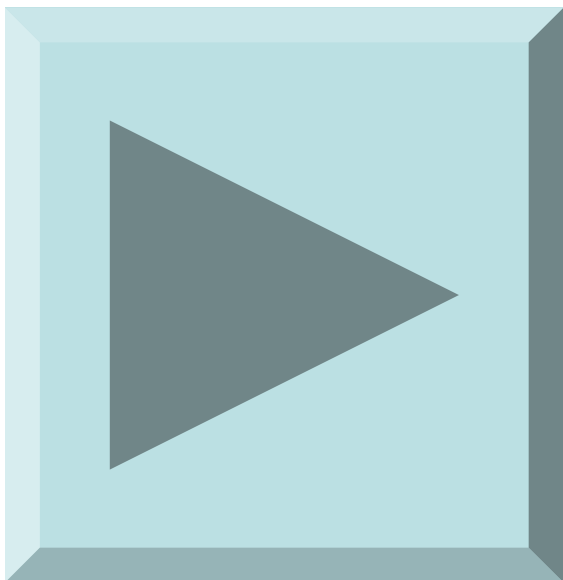
Copy on green paper. Give one to each group.



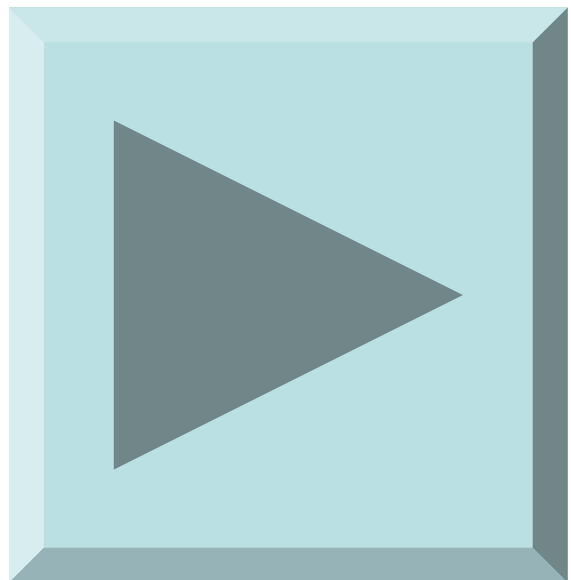
PLAY



PLAY

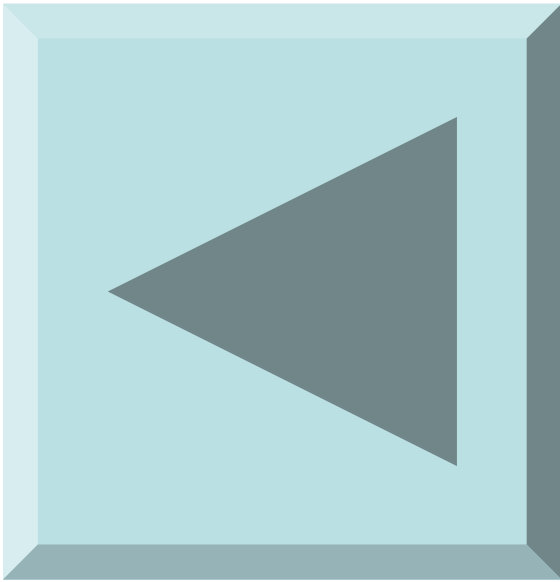


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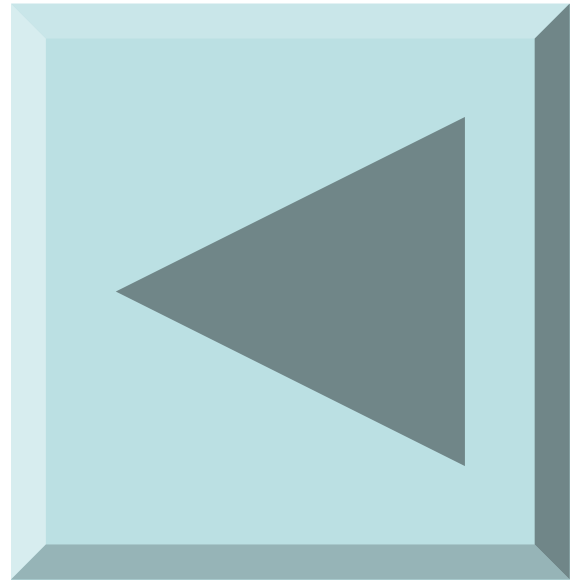


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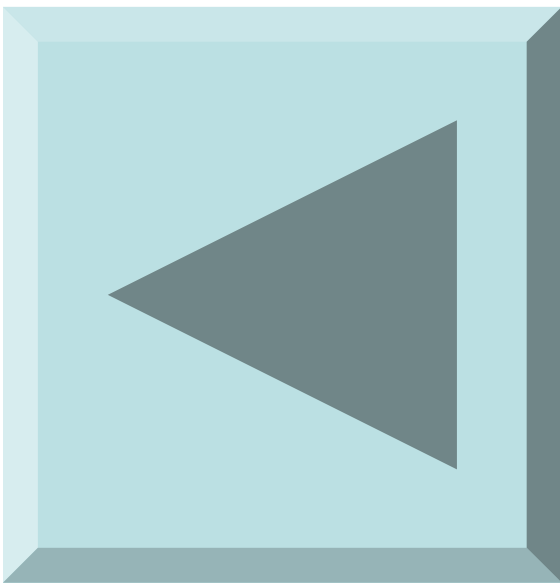
Copy on yellow paper. Give one to each group.



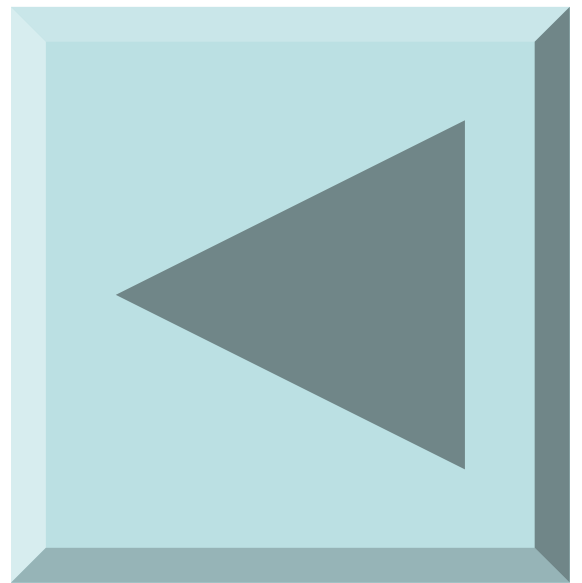
Rewind



Rewind



Rewind



Rewind

Names: _____

Date: _____

Rewind Recording

[illegible]

Name: _____

Exit Card

Read the problem. Write a number sentence with an unknown. Write the rewind number sentence.

Hank has some apples.

He picks 13 more.

Now Hank's basket has 25 apples.

How many apples were in Hank's basket at the beginning?

Name: _____

Exit Card

Read the problem. Write a number sentence with an unknown. Write the rewind number sentence.

Hank has some apples.

He picks 13 more.

Now Hank's basket has 25 apples.

How many apples were in Hank's basket at the beginning?

Practice Problem

**Greg has 24 nickels.
He finds some more.
Now Greg has 53 nickels.**

- a. How many nickels did Greg find?**

- b. Use what you know about addition and subtraction to explain why you know that your answer is correct.**

Name: _____

Date: _____

Assessment

- 1. Bob's toy box has 43 blocks.**

He gets more blocks for his birthday.

Now Bob's toy box has 68 blocks.

- a. How many blocks did Bob get for his birthday?**

- b. Use what you know about addition and subtraction to explain why you know that your answer is correct.**

- 2. Mary has a bag with rocks.**

She puts 34 more rocks in the bag.

Now her bag has 71 rocks.

- a. How many rocks did her bag have at the beginning?**

- b. Use what you know about addition and subtraction to explain why you know that your answer is correct.**

Teacher Resource 1

Observation Checklist

[illegible]

Penny Problem

Nancy has some pennies.

Sam gives her 3 more pennies.

Now she has 10 pennies.

How many pennies did she start with?

Diagram

Beginning	Change		End
		=	

_____ + _____ = _____

Leo's Cards

Leo has 3 baseball cards.

Melissa gave him some more cards.

Now he has 9 cards.

How many cards did she give him?

Stickers for Amy

Amy has some stickers.

Kevin gave her a sticker.

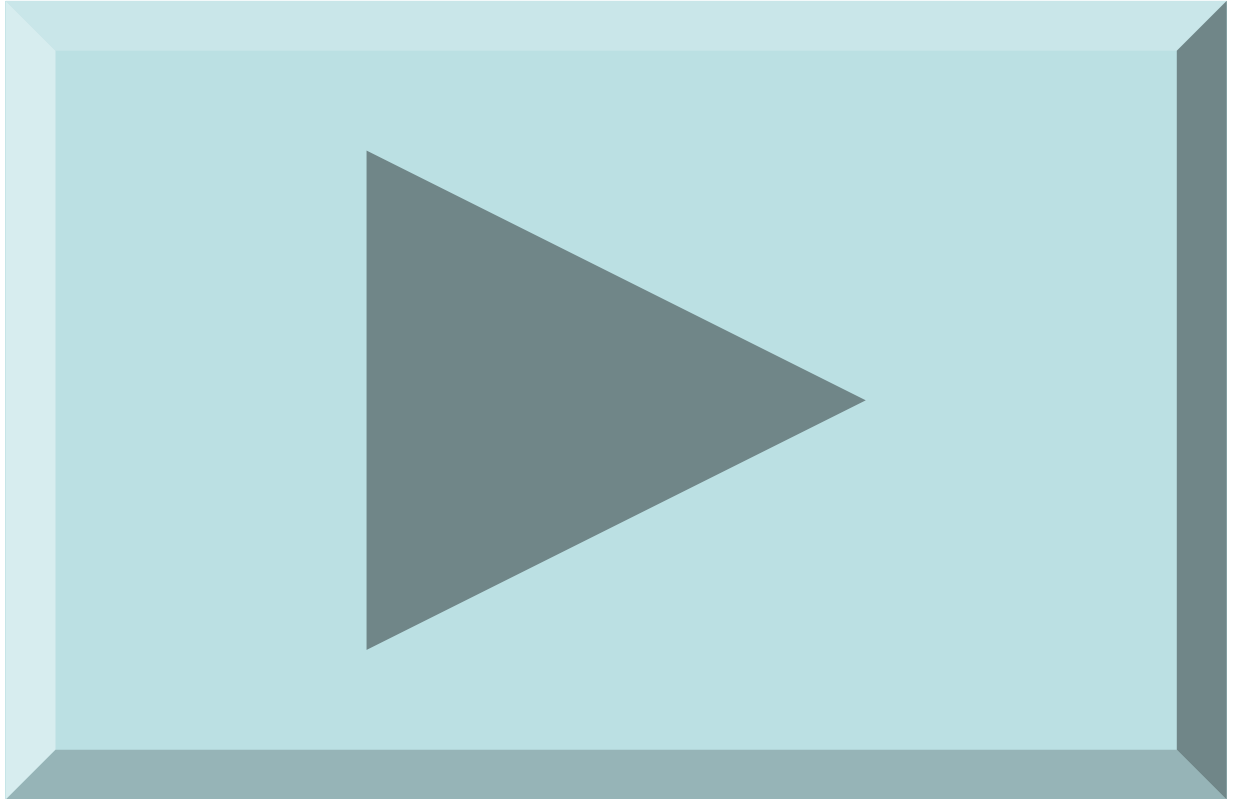
Now she has 7 stickers.

How many stickers did she start with?

Johnny's CDs

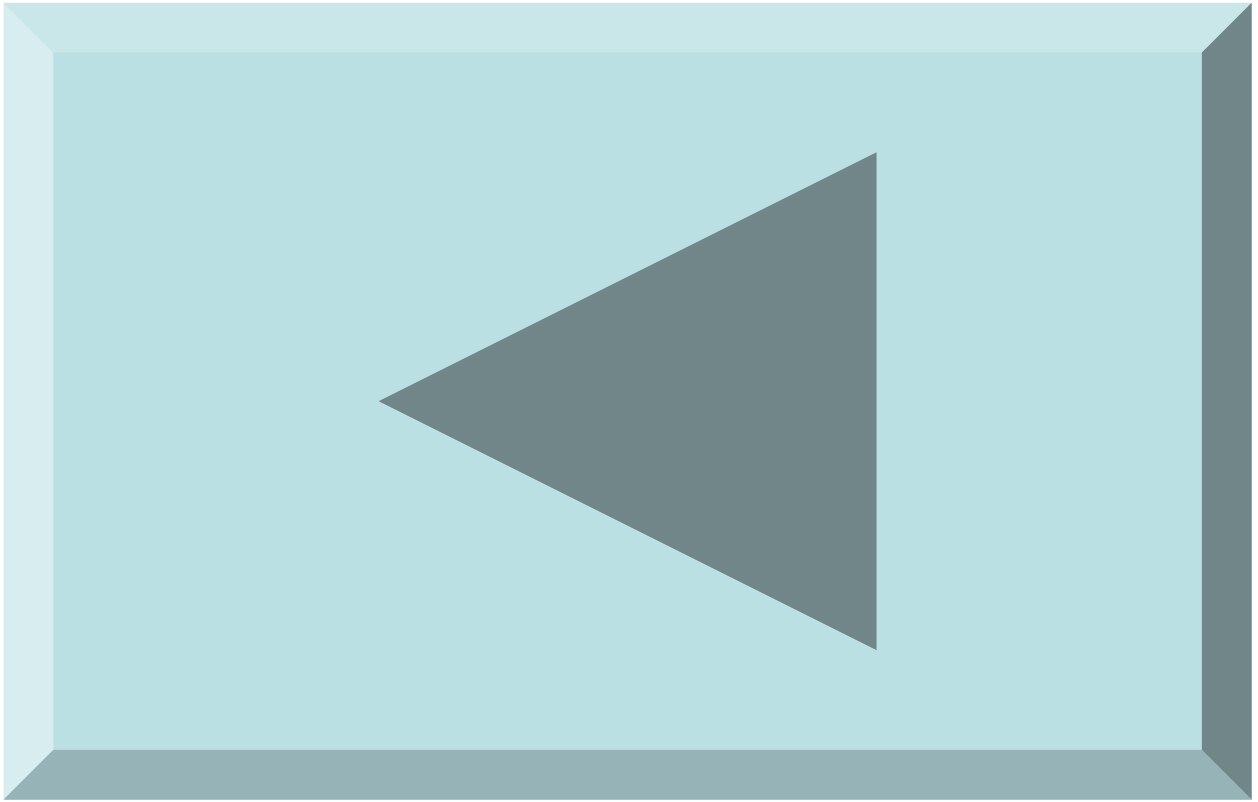
**Johnny has 12 CDs.
He bought some more.
Now he has 17 CDs.
How many did he buy?**

Copy on green paper.



PLAY

Copy on yellow paper.



Rewind

Warm-up

Jessica has some bracelets.

She bought 6 more.

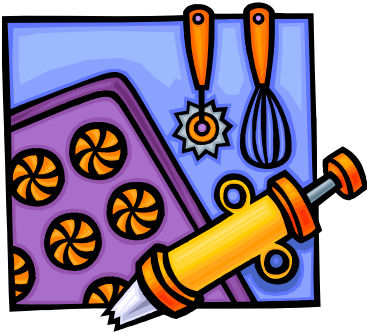
Now she has 17.

How many did she have before she went shopping?

Story Cards- Set A

Elizabeth has some cookies.
Her dad baked 12 more cookies.
Now Elizabeth has 43 cookies.

How many cookies did she have at the beginning?



Luis has 38 toy cars.
His sister gave him some more.
Now Luis has 52 cars.

How many cars did his sister give him?



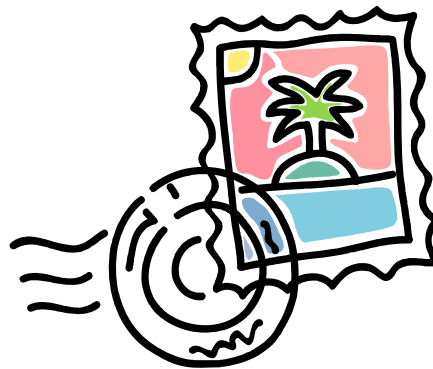
Lisa has 72 ribbons.
She bought some more.
Now Lisa has 82 ribbons.

How many ribbons did Lisa buy?



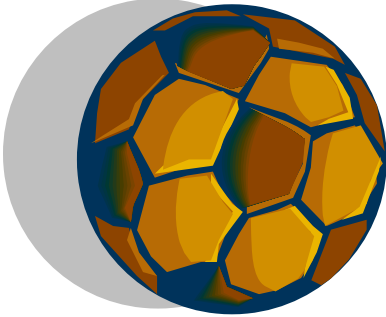
Max has some stamps.
Sue gives him 23 more.
Now Max has 57 stamps.

How many stamps did Max start with?



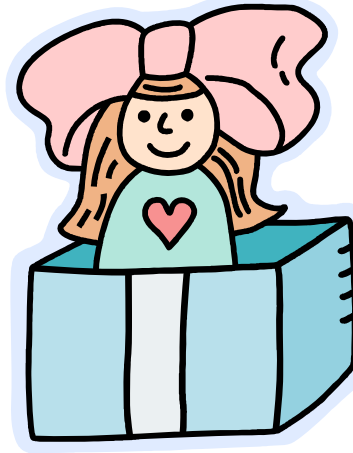
**Pete has 62 balls.
Judy gives him some more.
Now Pete has 88 balls.**

How many balls did Judy give Pete?



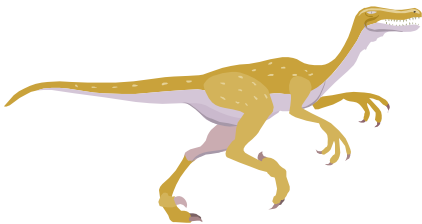
**Kelly has some dolls.
Her brother gave her 12 more.
Now Kelly has 49 dolls.**

How many dolls did Kelly start with?



**Jimmy has 45 dinosaurs.
Sue gives him some more.
Jimmy has 62 dinosaurs now.**

**How many dinosaurs did Jimmy get
from Sue?**



**Tina has some boxes.
She finds 14 more.
Tina has 60 boxes now.**

**How many boxes did Tina have
before?**



Story Cards- Set A

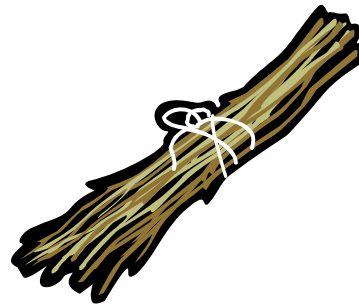
Lucy has 63 books.
She gets some more for her birthday.
Now Lucy has 75 books.

How many birthday books did Lucy get?



Matt has some sticks.
He collects 27 more.
Now Matt's stick collection is 68 sticks.

How many sticks did Matt have at the beginning?



Pam has 39 pieces of candy.
She buys more at the store.
Pam now has 45 pieces of candy.

How many pieces of candy did Pam buy?



Dan has some boats.
He gets 37 more boats.
Now Dan has 74 boats.

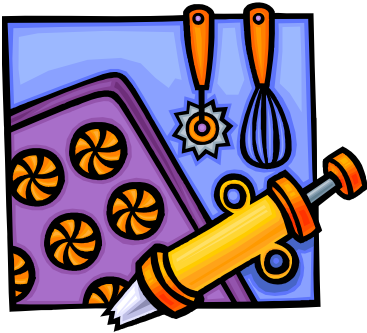
How many boats did Dan begin with?



Story Cards- Set B

Elizabeth has some cookies.
Her dad baked 7 more cookies.
Now Elizabeth has 13 cookies.

How many cookies did she have at the beginning?



Luis has 8 toy cars.
His sister gave him some more.
Now Luis has 12 cars.

How many cars did his sister give him?



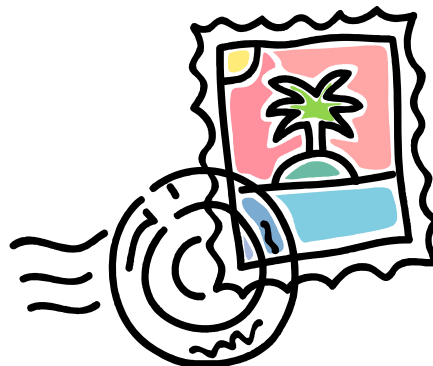
Lisa has 7 ribbons.
She bought some more.
Now Lisa has 20 ribbons.

How many ribbons did Lisa buy?



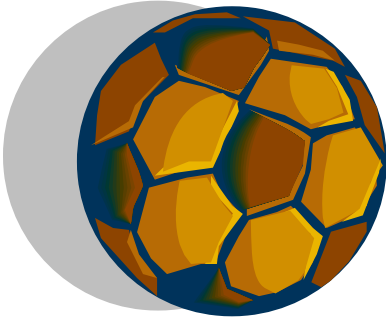
Max has some stamps.
Sue gives him 8 more.
Now Max has 17 stamps.

How many stamps did Max start with?



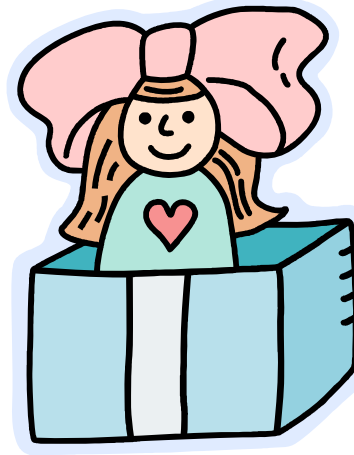
**Pete has 6 balls.
Judy gives him some more.
Now Pete has 18 balls.**

How many balls did Judy give Pete?



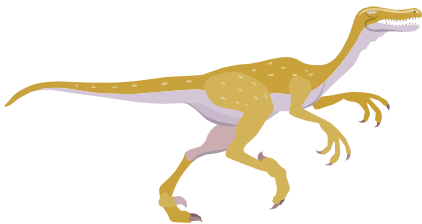
**Kelly has some dolls.
Her brother gave her 7 more.
Now Kelly has 15 dolls.**

How many dolls did Kelly start with?



**Jimmy has 5 dinosaurs.
Sue gives him some more.
Jimmy has 12 dinosaurs now.**

**How many dinosaurs did Jimmy get
from Sue?**



**Tina has some boxes.
She finds 4 more.
Tina has 13 boxes now.**

**How many boxes did Tina have
before?**



Story Cards- Set B

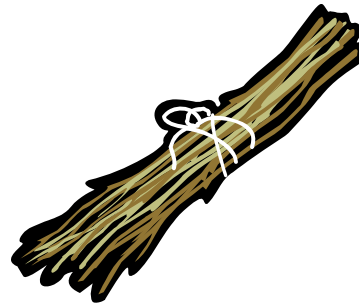
**Lucy has 6 books.
She gets some more for her birthday.
Now Lucy has 17 books.**

How many birthday books did Lucy get?



**Matt has some sticks.
He collects 7 more.
Now Matt's stick collection is 14 sticks.**

How many sticks did Matt have at the beginning?



**Pam has 9 pieces of candy.
She buys more at the store.
Pam now has 15 pieces of candy.**

How many pieces of candy did Pam buy?



**Dan has some boats.
He gets 7 more boats.
Now Dan has 17 boats.**

How many boats did Dan begin with?



Name: **Mr. Goof**

Joey has 25 tickets.

His mom gave him some more tickets.

Now he has 42 tickets.

How many tickets did his mom give him?

Beginning	Change		End
25		=	42

$$\underline{\underline{25}} + \underline{\underline{\quad}} = \underline{\underline{42}}$$

$$42 + 25 = 67$$

At the Fair

Joey has 25 tickets.

His mom gave him some more tickets.

Now he has 42 tickets.

- a. How many tickets did his mom give him?**

- b. Use what you know about addition and subtraction to explain why you know that your answer is correct.**

Teacher Resource 18

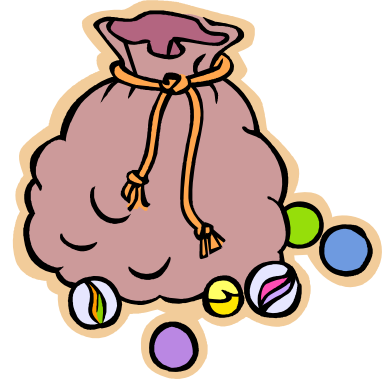
MSA Brief Constructed Response “Kid Speak”
Mathematics Rubric
Grades 1 through 8

Score	
2	<p>My answer shows I completely understood the problem and how to solve it:</p> <ul style="list-style-type: none"> • I used a very good, complete strategy to correctly solve the problem. • I used my best math vocabulary to clearly explain what I did to solve the problem. My explanation was complete, well organized and logical. • I applied what I know about math to correctly solve the problem. • I used numbers, words, symbols or pictures (or a combination of them) to show how I solved the problem.
1	<p>My answer shows I understood most of the problem and how to solve it:</p> <ul style="list-style-type: none"> • I used a strategy to find a solution that was partly correct. • I used some math vocabulary and most of my reasons were correct to explain how I solved the problem. My explanation needed to be more complete, well organized or logical. • I partly applied what I know about math to solve the problem. • I tried to use numbers, words, symbols or pictures (or a combination of them) to show how I got my answer, but these may not have been completely correct.
0	<p>My answer shows I didn’t understand the problem and how to solve it:</p> <ul style="list-style-type: none"> • I wasn’t able to use a good strategy to solve the problem. • My strategy wasn’t related to what was asked. • I didn’t apply what I know about math to solve the problem. • I left the answer blank.

More Marbles

Joshua has 43 marbles.
He got 12 more for his birthday.
How many marbles does he have now?

Use words, pictures or numbers to show how you solved the problem.



$$\begin{array}{r} 43 \\ + 12 \\ \hline 55 \text{ marbles} \end{array}$$

Student can show work in any manner that shows understanding.

Warm-up

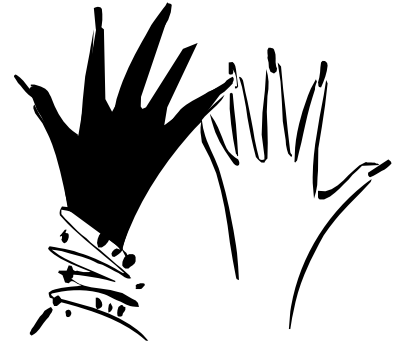
Jessica has some bracelets.

She bought 6 more.

Now she has 17 bracelets in all.

How many did she have before she went shopping?

Use words, pictures or numbers to show how you solved the problem.



$$\boxed{?} + 6 = 17$$

$$17 - 6 = 11$$

Again acceptable responses that show student understanding.

Name: _____

Exit Card

Read the problem. Write a number sentence with an unknown. Write the rewind number sentence.

Hank has some apples.

He picks 13 more.

Now Hank's basket has 25 apples.

How many apples were in Hank's basket at the beginning?

$$\boxed{?} + 6 = 17$$

$$25 - 13 = 12$$

Name: _____

Exit Card

Read the problem. Write a number sentence with an unknown. Write the rewind number sentence.

Hank has some apples.

He picks 13 more.

Now Hank's basket has 25 apples.

How many apples were in Hank's basket at the beginning?

$$\boxed{?} + 6 = 17$$

$$25 - 13 = 12$$

Practice Problem

Greg has 24 nickels.
 He finds some more.
 Now Greg has 53 nickels.

- c. How many nickels did Greg find?

29 nickels

- d. Use what you know about addition and subtraction to explain why you know that your answer is correct.

$$24 + \boxed{?} = 53$$

$$53 - 24 =$$

4 1

$$\begin{array}{r} \cancel{5}3 \\ \underline{24} \\ 29 \end{array}$$

Accept a variety of responses

Name: _____

Date: _____

Assessment

3. Bob's toy box has 43 blocks.
He gets more blocks for his birthday.
Now Bob's toy box has 68 blocks.

c. How many blocks did Bob get for his birthday?

25 blocks

d. Use what you know about addition and subtraction to explain why you know that your answer is correct.

4. Mary has a bag with rocks.
She puts 34 more rocks in the bag.
Now her bag has 71 rocks.

c. How many rocks did her bag have at the beginning?

47

d. Use what you know about addition and subtraction to explain why you know that your answer is correct.

Responses will vary.

Refer to rubric, Teacher Resource 18

Story Cards- Set A

Elizabeth has some cookies.
Her dad baked 12 more cookies.
Now Elizabeth has 43 cookies.

How many cookies did she have at the beginning?



$$\begin{aligned} ? + 12 &= 43 \\ 43 - 12 &= 31 \end{aligned}$$

Luis has 38 toy cars.
His sister gave him some more.
Now Luis has 52 cars.

How many cars did his sister give him?



$$\begin{aligned} 38 + ? &= 52 \\ 52 - 38 &= 14 \end{aligned}$$

Lisa has 72 ribbons.
She bought some more.
Now Lisa has 82 ribbons.

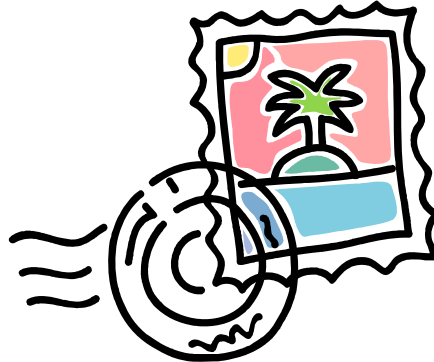
How many ribbons did Lisa buy?



$$\begin{aligned} 72 + ? &= 82 \\ 82 - 72 &= 10 \end{aligned}$$

Max has some stamps.
Sue gives him 23 more.
Now Max has 57 stamps.

How many stamps did Max start with?

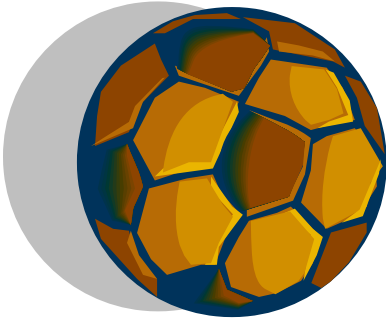


$$\begin{aligned} ? + 23 &= 57 \\ 57 - 23 &= 34 \end{aligned}$$

Story Cards- Set A

Pete has 62 balls.
Judy gives him some more.
Now Pete has 88 balls.

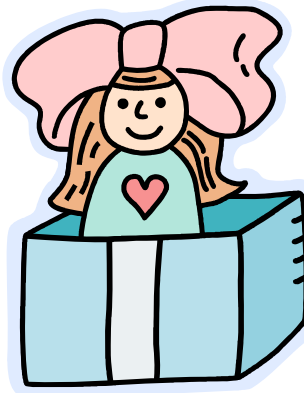
How many balls did Judy give Pete?



$$62 + ? = 88$$
$$88 - 62 = 26$$

Kelly has some dolls.
Her brother gave her 12 more.
Now Kelly has 49 dolls.

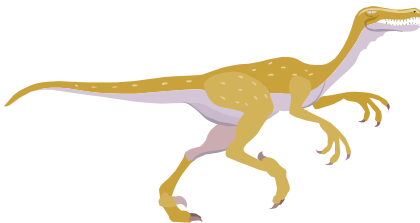
How many dolls did Kelly start with?



$$? - 12 = 49$$
$$49 - 12 = 37$$

Jimmy has 45 dinosaurs.
Sue gives him some more.
Jimmy has 62 dinosaurs now.

How many dinosaurs did Jimmy get from Sue?



$$45 + ? = 62$$
$$62 - 45 = 17$$

Tina has some boxes.
She finds 14 more.
Tina has 60 boxes now.

How many boxes did Tina have before?



$$? + 14 = 60$$
$$60 - 14 = 46$$

Story Cards- Set A

Lucy has 63 books.
She gets some more for her birthday.
Now Lucy has 75 books.

How many birthday books did Lucy get?

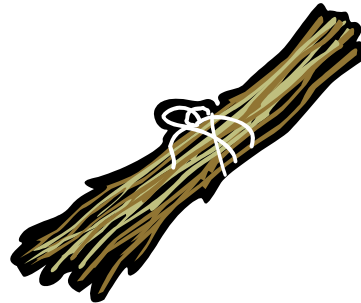


$$63 + ? = 75$$

$$75 - 63 =$$

Matt has some sticks.
He collects 27 more.
Now Matt's stick collection is 68 sticks.

How many sticks did Matt have at the beginning?



$$? + 27 = 68$$

$$68 - 27 = 41$$

Pam has 39 pieces of candy.
She buys more at the store.
Pam now has 45 pieces of candy.

How many pieces of candy did Pam buy?



$$39 + ? = 45$$

$$45 - 39 = 6$$

Dan has some boats.
He gets 37 more boats.
Now Dan has 74 boats.

How many boats did Dan begin with?



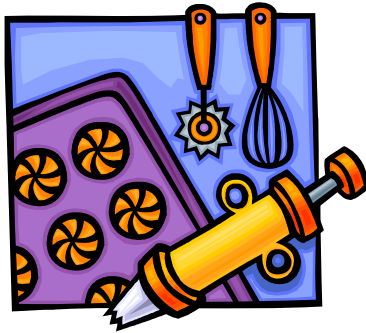
$$? + 37 = 74$$

$$74 - 37 =$$

Story Cards- Set B

Elizabeth has some cookies.
Her dad baked 7 more cookies.
Now Elizabeth has 13 cookies.

How many cookies did she have at the beginning?



$$\begin{aligned} ? + 7 &= 13 \\ 13 - 7 &= 6 \end{aligned}$$

Luis has 8 toy cars.
His sister gave him some more.
Now Luis has 12 cars.

How many cars did his sister give him?



$$\begin{aligned} 8 + ? &= \\ 12 \end{aligned}$$

Lisa has 7 ribbons.
She bought some more.
Now Lisa has 20 ribbons.

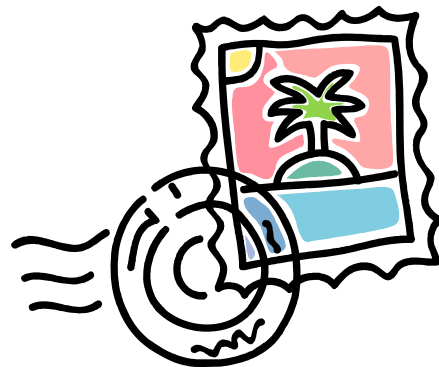
How many ribbons did Lisa buy?



$$\begin{aligned} 7 + ? &= 20 \\ 20 - 7 &= \end{aligned}$$

Max has some stamps.
Sue gives him 8 more.
Now Max has 17 stamps.

How many stamps did Max start with?

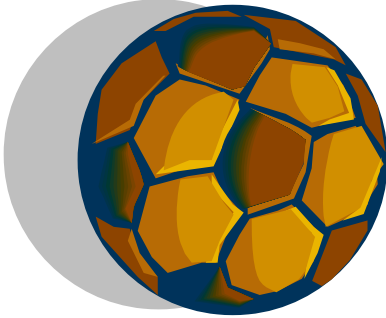


$$\begin{aligned} ? + 8 &= 17 \\ 17 - 8 &= 9 \end{aligned}$$

Story Cards- Set B

Pete has 6 balls.
Judy gives him some more.
Now Pete has 18 balls.

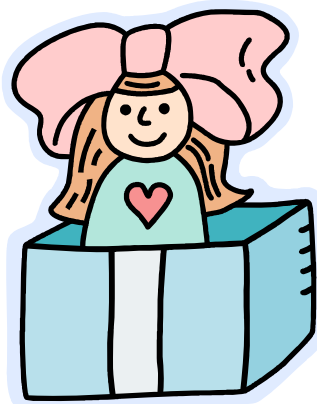
How many balls did Judy give Pete?



$$6 + ? = 18$$

Kelly has some dolls.
Her brother gave her 7 more.
Now Kelly has 15 dolls.

How many dolls did Kelly start with?



$$? + 7 = 15$$
$$15 - 7 = 8$$

Jimmy has 5 dinosaurs.
Sue gives him some more.
Jimmy has 12 dinosaurs now.

How many dinosaurs did Jimmy get from Sue?



$$5 + ? = 12$$
$$12 - 5 = 7$$

Tina has some boxes.
She finds 4 more.
Tina has 13 boxes now.

How many boxes did Tina have before?



$$? + 4 = 13$$
$$13 - 4 = 9$$

Story Cards- Set B

Lucy has 6 books.
She gets some more for her birthday.
Now Lucy has 17 books.

How many birthday books did Lucy get?

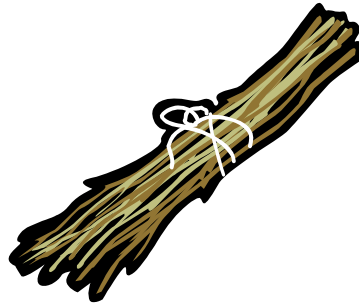


$$6 + ? = 17$$

$$17 - 6 =$$

Matt has some sticks.
He collects 7 more.
Now Matt's stick collection is 14 sticks.

How many sticks did Matt have at the beginning?



$$? + 7 = 14$$

$$14 - 7 =$$

Pam has 9 pieces of candy.
She buys more at the store.
Pam now has 15 pieces of candy.

How many pieces of candy did Pam buy?



$$9 + ? = 15$$

$$15 - 9 =$$

Dan has some boats.
He gets 7 more boats.
Now Dan has 17 boats.

How many boats did Dan begin with?



$$? + 7 = 17$$

$$17 - 7 =$$

At the Fair

Joey has 25 tickets.

His mom gave him some more tickets.

Now he has 42 tickets.

- c. How many tickets did his mom give him?**

_____ 17 tickets _____

- d. Use what you know about addition and subtraction to explain why you know that your answer is correct.**

$$25 + ? = 42$$

$$42 - 25 = 17$$

Responses will vary.

Refer to rubric, Teacher Resource 18